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ABSTRACT

Described is a procedure (Audit Dress Rehearsal) used in a special education program audit consultation service which included a practice audit designed to lower anxiety and raise awareness of concern for program success. The introduction includes sections dealing with evaluation and audit personnel, planning and implementing an audit, and stages in the audit process. The second section gives an overview of the Rowland Mentally Gifted Minors Program which was designed to meet the special needs of children with high mental ability. The third section focuses on the Audit Dress Rehearsal as it was applied to the Rowland program. Section 4 presents current evaluation data on the Audit Dress Rehearsal and includes data relating to the level of attainment objectives and data collected from teacher questionnaires. The conclusion discusses the four major results of the statistical analyses. Appendix I offers a description of the three program evaluation services now available. Appendix II contains the Audit Dress Rehearsal survey form. Bibliographies of references for educational program evaluation and audit and evaluation of educational programs for gifted students are included. (ED)

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THE EDUCATIONAL PROGRAM AUDIT DRESS REHEARSAL;

PARADIGM ONE: PRACTICE MAKES PERFECT;

Or How a New Approach to the Audit Helps Programs Succeed

by

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Donald L. Kester

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Presented on May 11, 1978 at the Annual Conference of the California Society of Educational Program Auditors and Evaluators (CSEPAE) held at the Sheraton Harbor Island Hotel in San Diego, California

EC 11 3 48

This paper is a joint contribution of the Evaluation Team of the Mentally Gifted Minors Program at Rowland Unified School District and the Division of Program Evaluation, Research, and Pupil Services of the Office of the Los Angeles County Superintendent of Schools, with the above-named persons acting as authors.

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OFFICE OF THE LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS

Those at the Office of the Los Angeles County Superintendent of Schools who helped bring about the evolution of the three initial evaluation services[1] should be acknowledged. The County Office "change agents" or "prime movers" include Dr. Richard M. Clowes, Superintendent; Dr. E. Maylon Drake, currently Chief Deputy Superintendent (formerly Assistant Superintendent for Educational Programs and Services); Dr. Gordon E. Footman, Director, and Dr. Warren Newman, Assistant Director, Division of Program Evaluation, Research, and Pupil Services; and Dr. Jean Wiener, Dr. Ruth Cohen, and Dr. Bill Turner -- all consultants in the Division of Program Evaluation, Research, and Pupil Services. The members of the Los Angeles County Board were also supportive of the initial and sustained program evaluation and audit efforts. They currently are: Robert M. Bock, President; Dr. Daniel L. Towler, Vice-President; Lawrence J. Kaplan, D.D.S., member; Mrs. Louise H. Marsh, member; Dr. Earl Pullias, member; Vincent H. Simpson, member; and Mrs. Kathryn Vanderhook, member.

Appreciation is also expressed to Mr. Tony Corona for his help in statistical analysis.

OFFICE OF THE MENTALLY GIFTED MINORS PROGRAM OF ROWLAND UNIFIED SCHOOL DISTRICT

The following acknowledgements are made to the Rowland Unified School District Board of Education, Dr. Stanley Oswalt, Superintendent, Dr. George Dibs, Deputy Superintendent, Dr. Clint Boutwell, Assistant Superintendent, Sharon Robison, Director of Instructional Services, and Fayola Mauck, MGM Secretary, for their continued support of gifted student education.

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[1] The three initial evaluation services were: (1) Educational Program Evaluation Planning, (2) Educational Program Audit, and (3) Research. A description of each of these services is shown in Appendix 1 of this paper. More recently, another evaluation service, Program Evaluation implementation, was developed, and is now also offered to the ninety-five districts in Los Angeles County.

ABSTRACT

For the past four years, the Office of the Los Angeles County Superintendent of Schools has provided, upon request, program audit consultation service to any of the 95 school and community college districts within Los Angeles County. During that time more than 60 programs have either received evaluation planning and/or audit assistance.

Naturally, over the years, the audit itself has undergone some evolutionary improvements. As successive "generations" of the audit process have developed certain novel ideals have emerged and have been field tested.[2] The co-authors would like to share one of these ideas with our colleagues concerned with the management and evaluation of educational programs. The procedure the authors wish to share is the one called the "Audit Dress Rehearsal."

This unique concept emerged because although a sincere effort was made by all auditors to follow the "agreed upon stages and procedures" outlined for the conducting of the external audit, there emerged wide discrepancy between the success rate of various programs; some were highly successful, others exhibited a lower degree of success, or even a sad degree of failure.

As the K.I.S.S.S., (Keep It Simple, Safe, and Supportive principle) was applied, the Audit Dress Rehearsal became an important way of lowering anxiety and raising awareness of real concern for program success by allowing program personnel to practice, without fear, the evaluation/audit processes.

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[2] For more information the reader may check the bibliography.

Section 1. GENERAL INTRODUCTION

A. Evaluation and Audit Personnel and Their Interaction[3]

Found within most districts which have special programs of one kind or another is a person referred to as a director, specialist, consultant, or coordinator -- in this case, the MGM curriculum specialist. This person, regardless of title, is responsible not only for the implementation, but also the evaluation of the program in which he or she is involved. In the past, concerns have been expressed in regard to the appropriateness of the same individual being charged with the implementation of a program and also its evaluation. In many cases, this concern may be justified; yet, school districts are reluctant to spend the thousands of dollars necessary to buy an outside evaluation or employ a permanent district evaluator. For the Rowland Unified School District the answer to the dilemma was to contact the Los Angeles County Superintendent of Schools Office and arrange for the services of one of their program auditors in the Division of Program Evaluation, Research, and Pupil Services to audit the program.

The actual procedures and steps to develop the audit plan and its implementation are outlined in Table 1 of this paper. The important point to have in mind at this time is to understand who is actively involved in a program audit and what their roles are. In summary, the personnel involved are as follows:

> District Employee is usually the program specialist, coordinator, consultant, resource teacher, etc., who is responsible for implementing the program. This person typically also acts as the evaluator.
>
> County Office Consultant is the person designated as the program auditor. This person assesses and reports the degree of his agreement with the evaluation report regarding the level of attainment of pre-specified program objectives as measured by audit sample data analysis. This auditor prepares the interim and final audit reports which are considered confidential and go to the superintendent and program management team of the district requesting the program audit.

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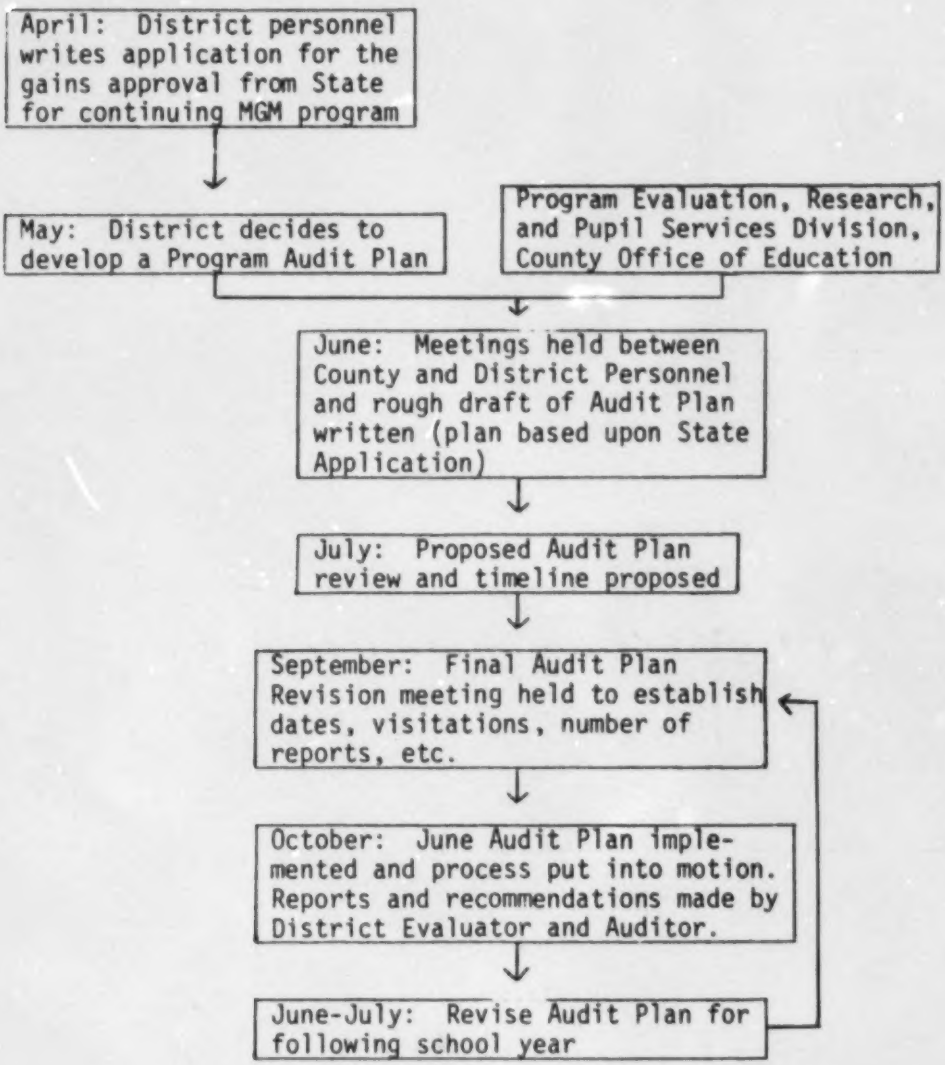
[3]Robert D. Wertz and Donald L. Kester. "The Design, Evaluation, and Educational Program Audit of a District-Wide K-12 Mentally Gifted Minor Program," in ERIC. ED 115 061 (15 pages). This is the text of a speech delivered at the 1975 Annual International Convention of the Council for Exceptional Children.

TABLE 1

PLANNING AND IMPLEMENTING A PROGRAM AUDIT[4]

The following diagram represents the steps followed by the Rowland Unified School District in developing a program audit plan for their mentally gifted minor program.


April: District personnel writes application for the gains approval from State for continuing MGM program
May: District decides to develop a Program Audit Plan
Program Evaluation, Research, and Pupil Services Division, County Office of Education
June: Meetings held between County and District Personnel and rough draft of Audit Plan written (plan based upon State Application)
July: Proposed Audit Plan review and timeline proposed
September: Final Audit Plan Revision meeting held to establish dates, visitations, number of reports, etc.
October: June Audit Plan implemented and process put into motion. Reports and recommendations made by District Evaluator and Auditor.
June-July: Revise Audit Plan for following school year

[4]The foregoing procedures are not meant to be the rule of procedure but simply a planning guide. Each district varies and should establish its own organizational and procedural plan.

B. An Overview of the Educational Program Audit Process

Over the last few years, that is during the pilot testing and full implementation of the free audit services to requesting Los Angeles County School and Community College Districts, several questions have been routinely raised. This section of the paper will present an overview of the educational program audit process by way of the question and answer format, using questions most frequently asked.[5]

WHAT IS AN EDUCATIONAL PROGRAM AUDIT?

DEFINITION: An educational program audit is a performance control process based upon external reviews conducted by qualified outside consultants. It is designed to verify the results of the evaluation of an educational program and to assess the appropriateness of evaluation procedures used for determining the effectiveness of the operation and management of the program.

WHY HAVE AN AUDIT? WHAT MIGHT RESULT FROM IT?

There are many reasons why local educational agencies request program audits. Some of the results of past audits are:

1. The identification of clearer definitions of program personnel responsibilities.

2. The gathering of needed baseline data on the level of success of an educational program.

3. The determination of test scoring discrepancies.

4. The identification of model or "turnkey" programs which deserve to be developed and expanded.

5. The identification of areas for inservice training.

6. The enhancing of credibility for the program and for the local educational agency.

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[5]Appreciation is expressed to Dr. Jean Wiener, Consultant, Los Angeles, County Superintendent of Schools, for her outstanding contribution tc the development of the audit process as well as for the question and answer format for presenting the major points here briefly outlined.

WHAT ARE THE PROFESSIONAL ROLES OF THE EDUCATIONAL PROGRAM AUDITOR?

The educational program auditor brings a relatively new professional role to education. He serves as a third party, free of local ties and interests, who verifies the results of the internal evaluation of an educational program.

THE AUDITOR IS:

1. Independent from the program to be audited.
2. A reviewer and not a decision-maker.
3. A reporter and an observer.
4. A professional who exercises care and integrity in performing the audit examination and in preparing audit reports.
5. Equipped to innovate within his own profession and to encourage reforms in the schools and colleges.

WHAT ARE THE STAGES IN THE AUDIT PROCESS?

STEP A: Optional Pre-Audit Assistance:
Educational Program Evaluation Assistance

Local educational agencies may elect to receive Educational Program Evaluation Assistance prior to having an audit of a program. Educational Program Evaluation Assistance is a service which is intended to strengthen the internal process of evaluation in a local educational agency. In collaboration with a County consultant, the local evaluator designs an effective evaluation system with appropriate statistical procedures which includes development of performance objectives, process objectives, evaluation specifications, the evaluation design, and related documents.

Step 1 - Orientation

Orientation sessions to the audit may be conducted for local educational agency personnel.

Step 2 - Review of the Total Program

The product and process objectives, the evaluation specifications, the design management plan, time frame, and related documentation are reviewed to ensure the auditability of the program.

Step 3 - Development of the Audit Plan

The audit plan is a planning and operational control document for the auditor and a quality and management control document for both the local program director and the local program evaluator. This plan indicates the techniques, schedules, processes, and procedures which the auditor will use in judging the adequacy of the evaluation process and in verifying the evaluation findings.

Step 4 - The Audit Contract or Letter of Intent

The audit contract or the letter of intent is a written agreement between the local education agency and the Los Angeles County Superintendent of Schools Office. The purpose of the contract or letter is to make explicit the conditions of the audit agreement. One section, for example, is the Assurance of Confidentiality section.

Step 5 - On-Site Visit(s)

Typically, the auditor makes one announced on-site visit and one unannounced on-site visit. During on-site visits, the auditor collects firsthand data as identified in the audit plan and for the purpose of ascertaining the degree of attainment of process or product objectives.

Step 6 - Interim and Final Audit Reports

Typically, the auditor presents an interim report following each on-site visit and a final audit report following the receipt of the final evaluation report. The final audit report is presented to the program evaluator, program director, and superintendent, usually within twenty working days of receipt of the final evaluation report. All of the reports are confidential and presented to only the program evaluator, program director, and superintendent.

Step 7 - Exit Interview and Local Educational Agency Evaluation of the Educational Program Audit Service they have Received

It is recognized that the audit process should itself be evaluated by those who receive the service.

CAN LOCAL EVALUATORS RECEIVE ASSISTANCE?

Yes. Should a local evaluator of a program which is being audited desire consultant assistance in the development of an evaluation management plan, statistical data analysis, data synthesis, evaluation report writing or interpretation, he should, as soon as possible, initiate a request for assistance by writing to Dr. Gordon Footman, Director, Division of Program Evaluation, Research, and Pupil Services, Los Angeles County Superintendent of Schools Office, 9300 East Imperial Highway, Downey, California 90242.

CAN PROGRAM OBJECTIVES BE REVISED?

Yes, upon the agreement between the local program management team and the external auditor.

WHAT AUDIT TRAIL DOCUMENTS SHOULD PROGRAM PERSONNEL KEEP?

In order to do the job of verifying the evaluation of an educational program, the auditor must have direct access to firsthand evaluation data. The rule here is "Keep all evaluation trail documents. Keep whatever measure is used by the evaluator to determine whether or not each program objective is attained." Evaluation trail documents often used are test booklets and answer sheets, pre- and post-tests, or post-tests only, summary sheets, levels mastered on criterion referenced tests, and attendance rosters for inservice staff meetings.

HOW DOES THE AUDIT RELATE TO THE STULL BILL?

Whereas the Stull Bill is concerned with evaluation of a single person, the audit is concerned with verifying the evaluation of an educational program. The local program evaluator will present a final evaluation report, and possibly interim reports as well, on the attainment or non-attainment of program objectives. As an outside, third party, the auditor samples evaluation data and verifies the results of the internally conducted program evaluation. The auditor's reports include audit findings relative to the attainment or non-attainment of program objectives. While the Stull Bill is concerned with a single person, the audit is concerned with a program. No person is mentioned by name in an audit report. If a program process objective were stated as "All instructors teaching a certain level will receive the math textbook, Mathematics Fundamentals, by the first day of class," and if during the on-site visit the auditor found that four instructors out of ten interviewed did not receive the books by the date indicated, the audit report would present just this information. The point of focus for the audit is the program.

WHAT IF OTHER QUESTIONS COME UP?

Call your auditor of record to discuss the situation.

Section 2. THE ROWLAND MENTALLY GIFTED MINORS PROGRAM: OVERVIEW

A. Philosophy

The Rowland Unified School District is committed to the concept that each child should be educated to his/her full potential. This obligation has been demonstrated tangibly within the regular classroom, as well as through the design and implementation of special programs for pupils with unique needs.

Children of high mental ability have special needs which cannot always be met by the regular program. Though these special needs are difficult to define, we recognize that certain guidelines can be used to compare the educational needs of the mentally gifted to those of other children.

We realize that all gifted and talented children need to acquire competencies which will lead to:

1. Effective citizenship
2. A sound education
3. Self direction and creativity
4. Ethical standards and the assuming of responsibilities
5. Critical thinking and the use of the scientific approach
6. Cultural appreciation and
7. A desire for constructive social relationships.

These goals differ from those of other children in that there is a greater emphasis placed on creative effort, intellectual initiative, creative thinking, social adjustments, assuming responsibilities, and the development of leadership qualities.

Of paramount importance is the need to assure gifted children the opportunity to achieve in academic areas.

B. Abstract

Rowland Unified School District operates its MGM program in a very unique manner. Since Rowland believes strongly in allowing students to remain at their school site, 200 minutes of qualitatively different education per week is provided in some fashion at the local school site. A district application developed by parents, teachers, students, and administrators serves as a framework upon which each school's MGM program committee, depending upon the amount and manner of students

Section 3. THE AUDIT DRESS REHEARSAL AS IT WAS APPLIED TO ROWLAND'S MGM PROGRAM

For the past four years, the Office of the Los Angeles County Superintendent of Schools has provided upon request, program audit consultation service, to any of the 95 school districts and college districts within Los Angeles County. During that time more than 60 programs have either received evaluation planning and/or audit assistance.

Naturally, over the years the audit itself has undergone some evolutional improvements. As successive "generations" of the audit process have developed certain novel ideas have emerged and have been field-tested. The authors would like to share with our colleagues one of these ideas, the procedure we call the "Audit Dress Rehearsal."

This unique concept emerged because although a sincere effort was made by all auditors to follow the "agreed upon stages and procedures" outlined for the conducting of the external audit,[6] there emerged wide discrepancy between the success rate of various programs; some were highly successful, others exhibited a lower degree of success or even a sad degree of failure.

As a case in point, in the same year, one consultant audited an EH program in which the only difficulty that arose in meeting all program interim and final objectives was when one child's folder was missing, but within ten minutes it was found misfiled. In contrast to the preceding program, which met all of its objectives, the same consultant had the embarrassing experience of having to tell a college president and his administrative staff that 20 out of 25 objectives of their audited program were not being met.

Although some people might feel that either the attainment or non-attainment of objectives is the primary responsibility of the program director, who is internal to the district, the experience described in the preceding paragraph and others sent some consultants back to the drawing board. The solution was simple...the K.I.S.S.S. concept. Dr. Gerald Olson, Dr. Diane Watanabe, and Dr. Don Kester conceived and implemented the "Dress Rehearsal," first with a large one million dollar ($1.0+ million) ESAA project. The results were spectacular. The program's success rate was very high. This reinforced the fact that the K.I.S.S.S. concept as well as the audit "Dress Rehearsal" were viable.

At the present time, under the direction of Ms. Victoria Schmoller, Coordinator, Program for the Handicapped, Los Angeles Community College District, and with consultant assistance from Dr. Don Kester, the Dress Rehearsal is also being used in the one and half million dollar ($1.5 million) Program for the Handicapped in all nine of the Los Angeles Community College District colleges. At this time, all indications are that the Dress Rehearsal is a success in this setting, too.

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[6]Kester, Donald L. "The State of the Art and Science of Educational Program Evaluation (K-14) in Los Angeles County as Experienced by One Consultant." This is the text of a presentation made at the 1974 Annual California Educational Research Association Conference in San Francisco. In ERIC. ED 104 919 (39 pages) [Pub Date Nov. 1974].

K.I.S.S.S., Keep It Simple, Safe, and Supportive, was the principle that had been emphasized when the co-author, Dr. Kester, had the good fortune to be an audit team member under the leadership of Dr. Jean Wiener, past-president of CSEPAE (the California Society of Educational Program Auditors and Evaluators). In applying the principle to "succeeding generations" of the audit process, the guiding factor was that the audit service would be an even stronger contributing factor to the success of the program being audited.

What is a Dress Rehearsal, and how is it being used in connection with the MGM Program in the Rowland Unified School District? Instead of the auditor simply reviewing program objectives, making recommendations for revision and making interim and final on-site visits and reports, the MGM evaluator and the auditor attempted to change the image of the audit and evaluation. One of the keys to the success of educational programs is known to be the level of motivation of program personnel--in this case MGM teachers and MGM lead teachers. Motivation is greatly affected by the level of district staff concern felt among the people implementing the program. One method of lowering anxiety and raising awareness of district and county concern is to practice, (without fear), the evaluation/audit process. Hence, the birth of the non-threatening "Audit Dress Rehearsal."

Once it was determined that a dress rehearsal would be beneficially important to the success of the Rowland Unified School District MGM program, plans were made to conduct an orientation session to explain this new process.

The audit plan was discussed with all those who attended the orientation. The audit plan included a component objective that implemented the Dress Rehearsal. At this Dress Rehearsal, in November, 1977, a confirmation of program objectives, due dates, and required forms took place. (In a sense that this is a non-threatening practice trial run, it is somewhat analogous to a "pre-MAR" which some California districts have recently initiated.[7]) This clarification provided for greater articulation and general understanding of the evaluation and audit process. During the dress rehearsal, the co-authors hoped to communicate program goals and objectives and a sincere, supportive level of concern. These hopes were realized when one teacher typically remarked, "This is the first time I've been so aware of how the MGM program is evaluated and audited and how easily I can prove to others that I'm doing the good job I know I'm doing."

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[7]The authors feel that the audit "Dress Rehearsal" is much more objective and helpful than Pre-MARS--a topic the authors addressed during the May, 1978, Annual CSEPAE Conference (the term MAR stands for Monitor And Review. It is the method now used in conducting on-site visits done by the California State Department of Education and for State and Federally funded programs.) There is a Federal law that requires each state to monitor the expending of such Federal funds. (Title I for example.) Hence, all states are faced with the challenge of how to do monitoring.

Results of the January on-site interim evaluation exceeded expectations, in that the objectives were more clearly understood and attained. One teacher enthusiastically asked, "Where's the auditor? I was hoping he might accompany you so that both of you could see all of the good things I've placed in my Individual Educational Plan, (I.E.P.[8]), especially the creative products my class has produced."

To those who say, "But, this way you're making it too easy for them!" we reply, "We're really just helping them more."

As the evaluation of the Audit Dress Rehearsal shows (Section 4), the audit is good, but K.I.S.S.S.ing it makes it better.

Section 4. CURRENT EVALUATION DATA ON THE AUDIT DRESS REHEARSAL

Is the Audit Dress Rehearsal a valuable procedure? The data currently available seem to indicate that it is. These data are of three types. One, a comparison can be made between the level of attainment of objectives for the year of the Dress Rehearsal, i.e., 1977-78, and the previous year when an audit of the MGM program was conducted without using the Dress Rehearsal (see Tables 1 and 2). Second, questionnaires were sent to each of the 19 MGM lead teachers at each of the 19 MGM schools, so questionnaire results from these program personnel can be reported. Third, questionnaires were sent to each of the 68 MGM teachers. Therefore, questionnaire results from their program personnel can also be reported.

In the first instance, three program objectives were included in the MGM audit plans for both years; the 1977-78 (the Dress Rehearsal) year, and 1976-77 (the no Dress Rehearsal) year. The objectives' attainment level comparison on the three objectives are shown below in Table 2.

---

[8]Although I.E.P.'s are not legislatively mandated, Ms. Pfeffer instituted the procedure as an effective means of meeting individual student needs, and the best way to prepare for the probability that I.E.P.'s will soon be required in MGM programs.

Table 2

Program Attainment Level Comparison

Audit Plan Objective				Program Objective Attainment Level	
				1977-78	1976-77
Target	Task	Measurement	Date	Audit Dress Rehearsal	No Audit Dress Rehearsal
5.1.S 80% of MGM Students and MGM Teachers	Will create a student activity sheet, ISIP or student log.	Student Logs/ Activity Sheets or ISIP. Kept in classroom.	11/15/77	This objective was attained by the time the auditor conducted the interim on-site visit.	This objective was not attained by the time the auditor conducted the interim on-site visit.
3.1.S.a 80% of a 10% random sample by school of participating MGM Students	Will produce 1 (one) creative product in the first semester.	Listed in Student Logs (K-8), Teacher Activity Sheet (9-12) or ISIP. Kept in classroom.	1/15/78	This objective was attained by the time the auditor conducted the interim on-site visit.	This objective was not attained by the time the auditor conducted the final on-site visit.
1.4.A. At least one MGM Teacher in each of six or more schools	Will hold at least one MGM Open House for parents.	A copy of parents sign-in sheets and summary of what happened at each Open House will be on file in MGM office.	1/15/78	This objective was attained by the time the auditor conducted the interim on-site visit.	This objective was not attained by the time the auditor conducted the final on-site visit.

Again, in this first instance, another measure of program attainment can be derived through a comparison of the total number of objectives attained in the two comparison years. These data are shown in Table 3 below.

Table 3

Total Number and Percentage of Program Audit Objectives That Were Attained at the Time of the Auditor's Interim Audit Report for the Years 1976-1977 (No Audit Dress Rehearsal) and 1977-1978 (Audit Dress Rehearsal)

	1976-1977 Percentage (Number)	1977-1978 Percentage (Number)
Percentage and (Number) of MGM Program Audit Objectives Attained	51.1% (8)	86.7% (13)
Percentage and (Number) of MGM Program Audit Objectives Not Attained	42.9% (6)	13.3% (2)
Total Percentage and (Number) of MGM Program Audit Objectives	100% (14)	100% (15)

In the second instance, sixteen MGM Lead Teacher questionnaires were returned to the MGM Specialist. The questionnaire itself is shown in Appendix 2 of this paper. The questionnaire was sent to all the MGM Lead Teachers; one in each of the 19 MGM program schools. The district MGM Specialist sent the following directions via cover memo.

> "The following survey is part of a conference presentation that will be made in San Diego on May 11 to the Annual Conference of the California Society of Educational Program Auditors and Evaluators. Please be cognizant of the deadline and return to my office no later than May 4, 1978."
>
> "I appreciate your cooperation."

Before answering the questionnaire, the Lead Teachers had read the directions shown below.

> "INTRODUCTION:
>
> The Audit Dress Rehearsal is a new concept which included both an orientation meeting for MGM faculty and informal site

visitations in November, 1977. In order to evaluate the effectiveness of this concept, your opinion is requested. The following statements represent the intent of the Audit Dress Rehearsal. Check the appropriate rating."

Because of the small sample size (N = 16), the categories of response were collapsed before the statistical analysis was done. There were two methods by which the categories were collapsed. For the first method, the first three categories, "Strongly Disagree " "Disagree," and "No Opinion," were consolidated and compared to the remaining two categories, "Agree," and "Strongly Agree." Statistical significance was reached on only the first questionnaire statement. These results are shown below in Table 4.

Table 4

Results of the Statistical Analysis of Questionnaire Statement Number One - Frequency of Response Categories, Chi Square Test, and Statistical Significance Level (For the Responding MGM Lead Teachers)

	Response Category Frequency		
Questionnaire Statement	Neutral or Negative	Agree	Strongly Agree
The Audit "Dress Rehearsal" familiarized me with the process, documentation and due dates required in the evaluation and audit plan.	1	12	3

Mean = "Agree" $X^2 = 6.2$
Mode = "Agree" $P < .05$

For the second method of collapsing response categories, the first three categories of "Strongly Disagree," "Disagree," and "No Opinion," were consolidated to form a "Neutral or Negative" category. In addition, the last two categories of "Agree" and "Strongly Agree" were similarly collapsed into a "Positive" category. Finally, the "Neutral or Negative" category was statistically compared with the "Positive" category. After the original five response categories were consolidated into the two categories and respondent data from each of the four statements were analyzed, statistical significance was reached on the first two statements on the questionnaire. These results are shown in Table 5 below.

Table 5

Results of the Statistical Analysis of Questionnaire Statements Number One and Two - Frequency of Response Categories, $\bar{z}$ Test, and Statistical Significance Levels (For the Responding MGM Lead Teachers)

	Response Category Frequency	
Questionnaire Statement	Neutral or Negative	Positive
1. The Evaluation-Audit Dress Rehearsal familiarized me with the process, documentation and due dates required in the evaluation and audit plan.	1	15
Mean = "Agree" Mode = "Agree"	$\bar{z} = 5.6$ $p < .02$	
Questionnaire Statement	Neutral or Negative	Positive
2. The Evaluation-Audit Dress Rehearsal helped me feel supported by the MGM Specialist in my efforts to attain program objectives.	1	15
Mean = "Agree" Mode = "Agree"	$\bar{z} = 5.6$ $p < .02$	

Although statistical significance was not reached on questionnaire items numbers 3 and 4, the responses to the questionnaire statements were generally positive in appearance. These data are shown in Table 6 on page 20.

Table 6

Frequency of Response Categories to Questionnaire Statements
(For the Responding MGM Lead Teachers)

Questionnaire Statement	Response Category Frequency				
	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
3. The Audit Dress Rehearsal helped me feel supported by the External Auditor in my efforts to attain program objectives.	1	0	4	9	2
Mean = between "No Opinion" and "Agree," but closer to "Agree." Mode = 4.0 "Agree"					
Questionnaire Statement	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
4. The Evaluation-Audit Dress Rehearsal lowered my anxiety about the evaluation/audit process.	2	3	1	6	4
Mean = "No Opinion" Mode = "Agree"					

One reason for the relatively large number of "No Opinion" responses for statement number 3, is that the auditor did not accompany the MGM specialist-evaluator to all 19 schools during the November "Dress Rehearsal." In fact, the auditor visited only 5 schools during the November "Dress Rehearsal." For this reason the "returns" on item number 3 may be understandably biased toward the neutral response.

The results on questionnaire statement number 4 are not as positive as the authors had hoped. Nevertheless, eleven respondents out of sixteen were either neutral or positive. Thus, the ratio of positive-and-neutral to negative was 11 to 5 or more than 2 to 1.

Finally, in the third instance, twenty-nine (29) MGM teacher questionnaires were returned. These questionnaire results were statistically analyzed in two ways. First, the results were anlayzed for the total group, i.e., N = 29 MGM teachers from all 19 MGM schools who responded to the 4 Likert-type questionnaire statements. These statistical analyses are shown below in Table 7. In this table, as was true also of Tables 3 and 4, the questionnaire response categories of "Strongly Disagree," "Disagree," and "No Opinion" were collapsed into the one category of "Neutral or Negative." It should be mentioned that for our purposes here, the 29 questionnaires are considered as representing responses from all interested MGM teachers in all 19 MGM program schools. For this reason, these responses are from MGM teachers who were, during the "Dress Rehearsal," visited by either the evaluator and the auditor, or the evaluator alone. As Table No. 7 shows in testing the hypothesis H_0: $P_1 = P_2 = \ldots P_N$, questionnaire statement No. 1 yielded results that were statistically significant at the .05 level, questionnaire statements No. 2 and No. 3 yielded results that were statistically significant at the .005 level, and questionnaire statement No. 4 yielded results that were statistically significant at the .001 level.

Table 7

Results of the Statistical Analysis of Questionnaire Statements Number One through Four, Frequency Response Categories, Chi Square Test, Statistical Significance Levels (For the Responding MGM Teachers Who Were Visted by Either the Evaluator and Auditor Or Just the Evaluator)

Ques. No.	Questionnaire Statement	Response Category Frequency and Percentage					
		Neutral or Negative		Agree		Strongly Agree	
		N	%	N	%	N	%
1	The Evaluation-Audit Dress Rehearsal familiarized me with the process, documentation, and due dates required in the evaluation and audit plan.	2	6.9%	16	55.2%	11	37.9%

Mode = "Agree" $\quad x^2 = 10.41 \quad p < .05$

Ques. No.	Questionnaire Statement	Response Category Frequency and Percentage					
		Neutral or Negative		Agree		Strongly Agree	
		N	%	N	%	N	%
2	The Evaluation-Audit Dress Rehearsal helped me feel supported by the MGM Specialist in my efforts to attain program objectives.	1	3.4%	10	34.5%	18	62.1%

Mode = "Strongly Agree" $\quad x^2 = 14.95 \quad p < .005$

Ques. No.	Questionnaire Statement	Response Category Frequency and Percentage									
		Strongly Disagree		Disagree		No Opinion		Agree		Strongly Agree	
		N	%	N	%	N	%	N	%	N	%
3	The Evaluation-Audit Dress Rehearsal helped me feel supported by the external auditor in my efforts to attain program objectives.	1	3.4%	2	6.9%	6	20.7%	13	10.3	7	24.1%

Mode = "Agree" $x^2 = 15.66$ $p < .001$

Ques. No.	Questionnaire Statement	Response Category Frequency and Percentage									
		Strongly Disagree		Disagree		No Opinion		Agree		Strongly Agree	
		N	%	N	%	N	%	N	%	N	%
4	The Evaluation-Audit Dress Rehearsal lowered anxiety about the evaluation-audit process.	1	3.4%	3	10.3%	2	6.9%	13	44.8%	10	34.5%

Mode = "Agree" $x^2 = 19.79$ $p < .001$

Second, in the third instance, the results of the questionnaire response were statistically analyzed for the subgroup, (N = 19), MGM teachers who were, during the Dress Rehearsal, visited by the evaluator alone. The statistical analyses of the responses are shown in Table 8. In this table, as was true for Tables 3, 4, and 7, the response categories of "Strongly Disagree," "Disagree," and "No Opinion," were collapsed into the one category of "Neutral or Negative." As Table 8 shows, in testing the hypothesis H_0: $P_1 = P_2 = \ldots P_N$, statements No. 1 and No. 2 yielded results that were statistically significant at the .05 level, statement No. 3 yielded results that were statistically significant only at the .10 level, and statement No. 4 yielded results that were statistically significant at the .05 level.

Table 8

Results of the Statistical Analysis of Questionnaire Statements One through Four, Frequency of Response Categories, Chi Square Test, Statistical Significance Levels (For the Responding MGM Teachers Who Were Visted Only by the Evaluator)

Ques. No.	Questionnaire Statement	Response Category Frequency and Percentage					
		Neutral or Negative		Agree		Strongly Agree	
		N	%	N	%	N	%
1	The Evaluation-Audit Dress Rehearsal familiarized me with the process, documentation, and due dates required in the evaluation and audit plan.	2	10.5%	11	39.3%	6	31.6%

Mode = "Agree" $x^2 = 6.42$ $p < .05$

Ques. No.	Questionnaire Statement	Response Category Frequency and Percentage					
		Neutral or Negative		Agree		Strongly Agree	
		N	%	N	%	N	%
2	The Evaluation-Audit Dress Rehearsal helped me feel supported by the MGM Specialist in my efforts to attain program objectives.	1	5.3%	6	31.6%	12	63.2%

Mode = "Agree" $x^2 = 9.58$ $p < .05$

Ques. No.	Questionnaire Statement	Response Category Frequency and Percentage									
		Strongly Disagree		Disagree		No Opinion		Agree		Strongly Agree	
		N	%	N	%	N	%	N	%	N	%
3	The Evaluation-Audit Dress Rehearsal helped me feel supported by the external auditor in my efforts to attain program objectives.	1	5.3%	1	5.3%	5	26.3%	8	42.1%	4	21.1%

Mode = "Agree" $x^2 = 9.15$ $p < .10$

Table 8 (Continued)

Results of the Statistical Analysis of Questionnaire Statements One through Four, Frequency of Response Categories, Chi Square Test, Statistical Significance Levels (For the Responding MGM Teachers Who Were Visited Only by the Evaluator)

Ques. No.	Questionnaire Statement	Response Category Frequency and Percentage									
		Strongly Disagree		Disagree		No Opinion		Agree		Strongly Agree	
		N	%	N	%	N	%	N	%	N	%
4	The Evaluation-Audit Dress Rehearsal lowered anxiety about the evaluation-audit process.	1	5.3%	2	10.5%	2	10.5%	8	42.1%	6	31.6%

Mode = "Agree"

$x^2 = 9.50$ $p < .05$

Section 5. CONCLUSION

Indications are that a new procedure, the Evaluation-Audit Dress Rehearsal can beneficially impact teachers and lead teachers in a district-wide Mentally Gifted Minors program. The results of the statistical analyses presented in this paper lead to this conclusion. These statistical analyses are of three types.

First a comparison of program objectives that were included in the program audit plans for two years, 1976-1977 and 1977-1978, shows that a higher program attainment rate exists when an Audit "Dress Rehearsal" has been conducted. Further, a comparison of total number of program objectives attained in both years shows that a higher level of objective attainment is associated with having an Audit Dress Rehearsal. Second, questionnaire results show significantly more positive than negative reactions occurred when MGM lead teachers responded to the questionnaire statements:

1. The Audit Dress Rehearsal familiarized me with the process, documentation, and due dates required in the evaluation and audit plan, ($p < .05$) and

2. The Audit Dress Rehearsal helped me feel supported by the MGM specialist in my efforts to attain program objectives, ($p < .02$).

Finally the lead teachers responses were 2:1 (11:5) in favor of the statement,

4. The Audit Dress Rehearsal lowered anxiety about the evaluation-audit process.

Third, questionnaire results from all MGM teachers showed significantly more positive than negative reactions to all four statements on the questionnaire. These questionnaire responses were analyzed in two ways: (a) by considering the results from the total group of responding MGM teachers, and (b) by considering the results from a subset of the responding MGM teachers. In the first case, (a) the responding MGM teachers had, during the dress rehearsal, been visited either by the evaluator and auditor, or by the evaluator alone. In the second case, (b) the responding MGM teachers had been visited by the evaluator alone. When the responses were analyzed, it was clear that for case one statistical significance had been reached on all 4 statements on the questionnaire. It was also clear that for case two, statistical significance had been reached ($p < .05$ or better) on three of the 4 questionnaire statements. These results are summarized below.

1. The Evaluation-Audit Dress Rehearsal familiarized me with the process, documentation, and due dates required in the evaluation and audit plan. ($p < .05$ for case one; and $p < .05$ for case two.)

2. The Evaluation-Audit Dress Rehearsal helped me feel supported by the MGM Specialist in my efforts to attain program objectives. ($p < .005$ for case one; and $p < .05$ for case two.)

3. The Evaluation-Audit Dress Rehearsal helped me feel supported by the external auditor in my efforts to attain program objectives. ($p < .005$ for case one; and $p < .10$ for case two.)

4. The Evaluation-Audit Dress Rehearsal lowered anxiety about the evaluation-audit process. ($P < .001$ for case one; $p < .05$ for case two.)

APPENDIX I

DESCRIPTION OF EVALUATION SERVICES NOW OFFERED BY THE DIVISION OF PROGRAM EVALUATION, RESEARCH, AND PUPIL SERVICES

THE THREE INITIAL PROGRAM EVALUATION SERVICES

In the acknowledgement section of this paper it was mentioned that the following three initial evaluation services evolved in the Los Angeles County Office. These initial services, offered through the Division of Program Evaluation, Research, and Pupil Services are: (1) Educational Program Evaluation Planning Assistance, (2) Educational Program Audit Assistance, and (3) Research and Evaluation Support.

I. EDUCATIONAL PROGRAM EVALUATION PLANNING ASSISTANCE

Local educational agencies may elect to receive Educational Program Evaluation Planning Assistance prior to having an audit of a program, or they may elect to have this service without later having an audit. Educational Program Evaluation Assistance is a service which is intended to strengthen the internal process of evaluation in a local educational agency. In collaboration with a County consultant, the local evaluator, and/or his or her team, designs an effective evaluation system that includes statistical procedures and the development of performance objectives, process objectives, evaluation specifications, the evaluation design, and related documents.

II. EDUCATIONAL PROGRAM AUDIT ASSISTANCE

Local educational agencies may elect to have an Educational Program Audit. The Educational Program Audit is a performance control process based upon external reviews conducted by qualified outside consultants. It is designed to verify the results of the evaluation of an educational program and to assess the appropriateness of evaluation procedures used for determining the effectiveness of the operation and management of the program.

III. RESEARCH AND EVALUATION SUPPORT

An evaluator at a local educational agency may elect to receive assistance in this area. This would include statistical data analysis, data synthesis, and evaluation report writing and interpretation.

For further information on these and other evaluation services (such as Evaluation Implementation Assistance) offered, or in order to arrange for assistance in these areas, please contact:

Dr. Gordon E. Footman, Director
Division of Program Evaluation, Research, and Pupil Services
Office of the Los Angeles County Superintendent of Schools
9300 East Imperial Highway
Downey, California 90242

APPENDIX II

THE AUDIT DRESS REHEARSAL SURVEY

INTRODUCTION:

The Audit Dress Rehearsal is a new concept which included both an orientation meeting for MGM faculty and informal site visitations in November, 1977. In order to evaluate the effectiveness of this concept, your opinion is requested. The following statements represent the intent of the Audit Dress Rehearsal. Check the appropriate rating.

1. The Audit Dress Rehearsal familiarized you with the process, documentation and due dates required in the evaluation and audit plan.

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

2. The ARD helps you to feel supported by the MGM Specialist in your efforts to attain program objectives.

Stongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

3. The Audit Dress Rehearsal helps you to feel supported by the External Auditor in your efforts to attain program objectives.

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

4. The Audit Dress Rehearsal lowered anxiety about the evaluation/audit process.

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

5. If you feel so inclined, please share any relevant comments with regards to the Audit Dress Rehearsal.

_____

_____

_____

Name_____(Optional)

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